

TEACHER'S MANUAL: UNIT 10, WOMEN ON THE MOVE

WARM-UP

The photos are of women in different settings, at different stages of their lives. Learners can start by discussing their ideas with each other, then writing. They may need your help with some vocabulary.

All answers are correct!

WARM-UP

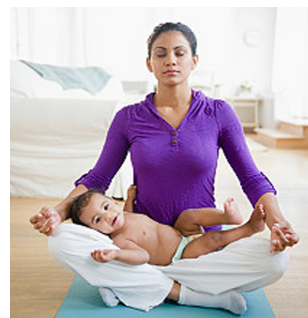
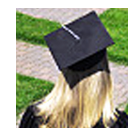
What will they do in the future? What are they **thinking**? What are they **saying**? Write their thoughts and words:



Thinking

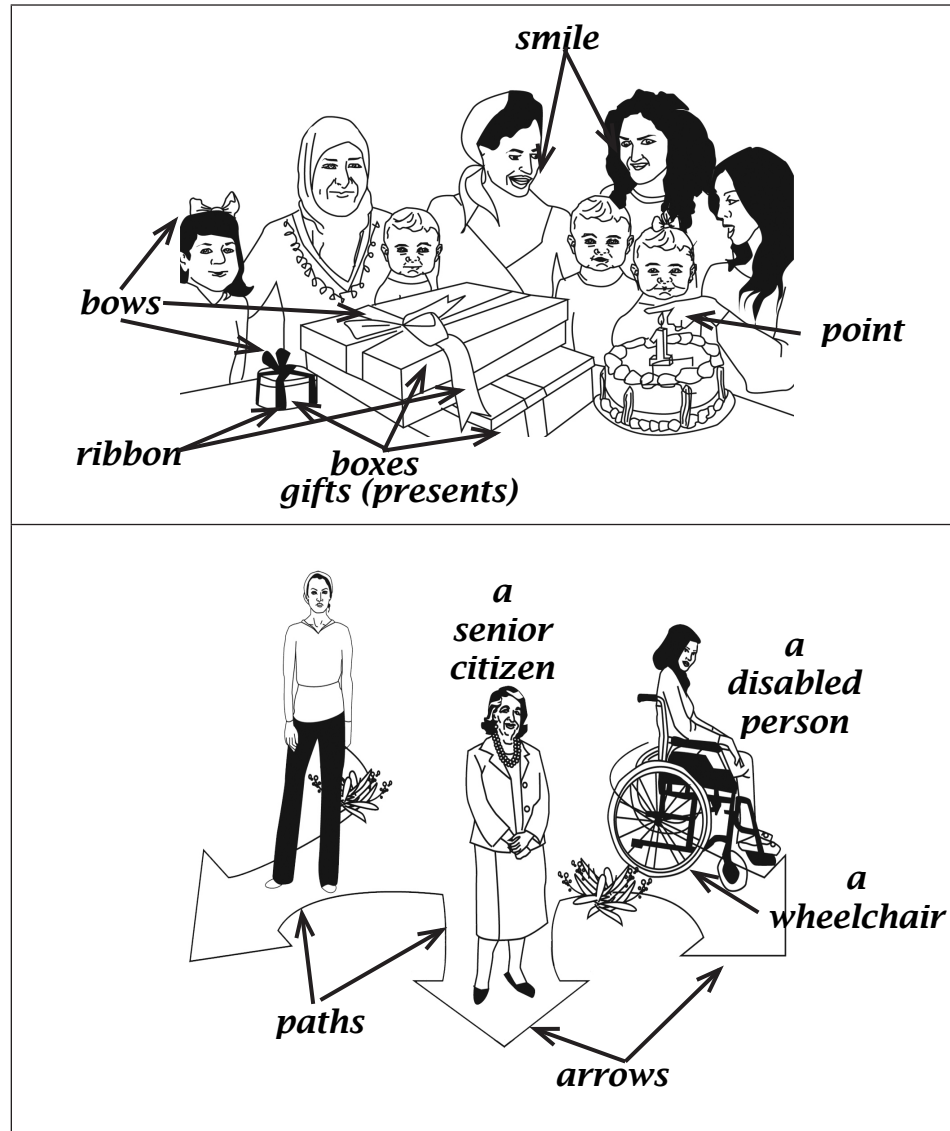


Saying



VOCABULARY

ANSWER KEY



VOCABULARY

Definitions

Practice pronunciation of the words below with your teacher.
Draw a line from the words to the people and things to show their meanings.

bows
boxes
gifts (presents)
ribbon
point
smile



arrows
a disabled person
paths
a senior citizen
a wheelchair



When I Was a Girl I Could...

Learners practice can and could with this activity. They may need to review some regular and irregular past tense verbs:

- bicycle - bicycled
- hike - hiked
- ride - rode
- dream - dreamed
- swim - swam
- paint - painted
- dance - danced
- sing - sang
- run - ran

When I Was a Girl I Could...

When you were a girl, what could you do? Circle your favorite things.

- Can = now
- Could = past
- **Example:** When I was a girl, I could ride a bike.



READ-WRITE-TALK

All answers are correct! Encourage learners to explain why they think so.

THE *HILWE W MORRA* STORY

An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

This episode follows the family a year later. Have learners notice the different changes that have happened, including jobs and divorce.

READ-WRITE-TALK

Write T for true or F for false. All answers are okay!

<input type="checkbox"/>	1. Women can be wise in business.
<input type="checkbox"/>	2. A “stay at home” mom has important work with her family.
<input type="checkbox"/>	3. Women should not work outside the home.
<input type="checkbox"/>	4. It is important for a woman to have her own money.
<input type="checkbox"/>	5. My future is in my hands.

Group Work

Tell your answers to other students near you in the class.

- What is the same?
- What is different?
- Why do you think so?

THE *HILWE W MORRA* STORY

Listen and read along as the teacher reads this out loud. An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

It is one year later. The family is all together for a birthday party for Samar's triplets. Rana, Joumana, Nour and Nadine are opening a new women's co-op together.

- Nour: Happy Birthday, to your children, Samar! You're an **amazing** mother to all 3 of them.
- Samar: Thank you. I am happy as a "stay at home" mom with them.
- Auntie Hala: We **should** celebrate your new start in life, too, Nour.
- Auntie Nadine: Yes, it's good you **divorced** that night club owner. He was not nice to you.
- Joumana: Now you can **join** our new family co-op business. We need your **skills** as an interior designer.
- Nour: Well, "The Corner Co-op" is successful thanks to the money from Auntie Rana's **inheritance**. I will do my best to help.
- Samar: And, let's not forget Joumana's beautiful jewelry and Nadine's lovely embroidery. They are very **popular** with the **tourists**.
- Dima: Do you think I can sell some of my cakes and jams at the co-op, too?
- Rana, Nadine, Nour and Joumana: Yes, **sure**. Why not?!
- Auntie Hala: But you should **be careful to** put your ring in a **safe** place when you cook, Dima!
- Samar: Yes, the customers only like the taste of sweet things, not hard or **bitter** things.
- All [clapping]: **For sure!**

Vocabulary, Definition A or Definition B

ANSWER KEY

Vocabulary		Definition A	Definition B
<u>amazing</u>	=	very bad, terrible	very good, wonderful ✓
<u>be careful to</u>	=	watch out for ✓	give away
<u>bitter</u>	=	not sweet ✓	expensive
<u>divorced</u>	=	no longer healthy	no longer married ✓
<u>inheritance</u>	=	a gift of money from someone who died ✓	a lot of money from a job or work
<u>join</u>	=	be apart from others	be together with others ✓
<u>popular</u>	=	no one likes this	many people like this ✓
<u>safe</u>	=	not sad or angry	not dangerous or lost ✓
<u>should</u>	=	advise someone to do something ✓	wait for someone to do something
<u>skills</u>	=	not able to do things	able to do things ✓
<u>tourists</u>	=	visitors ✓	sisters
<u>Yes, sure!</u> <u>For sure!</u>	=	No, of course not!	Yes, of course! ✓

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<u>amazing</u>	=	very bad, terrible	very good, wonderful ✓
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<u>tourists</u>	=	visitors	sisters
<u>Yes, sure!</u> <u>For sure!</u>	=	No, of course not!	Yes, of course!

Group Work

The focus of this activity is the simple past with could and was/were able to

Group Work

First, practice saying the questions and answers below with the teacher.

Then, practice in pairs or small groups.

Make questions with could (was able to).

Could Samar work outside the home? ... Dima sell cakes and jams at the co-op? ... the babies eat cake? ... the babies open their presents?
Was ... Were Samar <u>able to</u> work outside the home? ... Joumana <u>able to</u> sell jewelry at the co-op? ... the babies <u>able to</u> eat cake? ... the women <u>able to</u> help each other?

Make answers.

Yes,	... I ... he/she/it ... we ... they	... could.
No,	... I ... he/she/it ... we ... they	... could not. couldn't.

In the discussion, all answers are correct!

Note that the extra discussion includes giving advice with should. You may want to point out to learners that should, like can, could and will, does not change between I and she/he:

- I should
- She should
- He should

READERS THEATER

An audio recording that includes the practice section is available for download at <http://aei.uoregon.edu/wtwe>

Discuss in pairs or small groups:

- Was this story happy or sad? Why?
- What was the “sweet” part of the story?
- What was the “bitter” part?

Extra discussion:

- What advice can you give Joumana? Samar? Nour? (For example: She should...)
- What will happen next to Joumana? Samar? Nour? The triplets?

READERS THEATER

Practice with the Teacher

First, practice all of the story together with the teacher. Read the story as a script in a theater play. An audio recording including the practice section is available for download at <http://aei.uoregon.edu/wtwe>

- | | |
|----------------|---|
| Nour: | Happy Birthday, to your children, Samar! You're an amazing mother to all 3 of them. |
| Samar: | Thank you. I am happy as a “stay at home” mom with them. |
| Auntie Hala: | We should celebrate your new start in life, too, Nour. |
| Auntie Nadine: | Yes, it's good you divorced that night club owner. He was not nice to you. |

- Joumana: Now you can join our new family co-op business. We need your skills as an interior designer.
- Nour: Well, "The Corner Co-Op" is successful thanks to the money from Auntie Rana's inheritance. I will do my best to help.
- Samar: And, let's not forget Joumana's beautiful jewelry and Nadine's lovely embroidery. They are very popular with the tourists.
- Dima: Do you think I can sell some of my cakes and jams at the co-op, too?
- Rana, Nadine, Nour and Joumana: Yes, sure. Why not?!
- Auntie Hala: But you should be careful to put your ring in a safe place when you cook, Dima!
- Samar: Yes, the customers only like the taste of sweet things, not hard or bitter things.
- All [clapping]: For sure!

Use a lot of body language and emotion when you demonstrate these, and encourage learners to do the same.

Practice reading with extra feeling and body language. Look ahead to "Active Listening" and practice the different feelings.

Then, practice with the teacher in different ways (excited, happy, sweet, sorry, bitter, helpful):

- Yes, sure. Why not?!
- For sure!

Active Listening

Notice that different emotions are used in different groups. Make sure that learners understand and can display the different emotions: excited, happy, sweet, sorry, bitter, and helpful.

The *Hilwe w Morra* Story, Family Tree

Many changes have occurred in the family. Encourage learners to update the family tree with what they know now about the family.

See if learners can tell what the relationships are:

- Auntie Hala is Dima's mother and Nadine's sister.
- Nadine is Nour and Samar's mother and the grandmother of Samar's triplets.
- Rana is Joumana's mother and May and Nabil's grandmother.

Group Work

Next, work in groups. Each group has 5 students. Each student is a person in the *Hilwe w Morra* Story. Each group reads the story out loud.

Active Listening

Listen as other groups read the story. Put a ✓ by the best answer for each group.

Group 1: _____, _____ and _____.

Listen to Joumana. She is...

excited	happy	angry
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Listen to the shopkeeper. She is...

excited	happy	angry
---------	-------	-------

Listen to Auntie Hala. She is...

excited	happy	angry
---------	-------	-------

The *Hilwe w Morra* Story, Family Tree

- Go to the beginning of this book and add the last details. What new information do you have about the sisters?
- What about the babies?
- What about people for the future?
- All answers are okay!

READINGS

Audio recordings of the reading is available for download at <http://aei.uoregon.edu/wtwe>

Learners should be able to tell from the title that #2 and 3 are probably true. They will need to read and listen to the story in order to see if their other guesses were correct.

Vocabulary

ANSWER KEY

<u>health store</u>	=	a shop with very old things	a shop with healthy things ✓
<u>partners</u>	=	people working together ✓	people working quickly
<u>organic</u>	=	grow food with no chemicals ✓	grow food with chemicals
<u>benefits</u>	=	things that help you ✓	things that hurt you
<u>events</u>	=	dreams	activities ✓
<u>import</u>	=	bring in things from inside Lebanon	bring in things from outside Lebanon ✓
<u>producers</u>	=	people who make things ✓	people who buy things
<u>ideal</u>	=	bad idea or plan	best idea or plan ✓

READING

Title: Interview with Sabine Kassouf, Owner of *A New Earth Store*

Guess

Think about the title: *Interview with Sabine Kassouf, Owner of "A New Earth" Store*. Guess! Are these sentences about the story T (true) or F (false)?

<input type="checkbox"/>	1. Sabine Kassouf is a woman.
<input type="checkbox"/>	2. Sabine has a business (a store).
<input type="checkbox"/>	3. The name of the store is: <i>A New Earth</i> .
<input type="checkbox"/>	4. The store is in the USA.
<input type="checkbox"/>	5. Sabine answers some questions about her store.

Vocabulary, Definition A or Definition B

Put a ✓ by the best answer.

Vocabulary		Definition A	Definition B
<u>health store</u>	=	a shop with very old things	a shop with healthy things ✓
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<u>producers</u>	=	people who make things	people who buy things
<u>ideal</u>	=	bad idea or plan	best idea or plan

Listen-Read-Circle

ANSWER KEY

Question 1: How did you begin your store?

In 2008, I worked on a health store project, and I met my business partner Layane. A NEW EARTH was born!

Question 2: Which of your organic products are the most popular with Lebanese women?

At first, women often choose organic fruit and vegetables. Then, they understand the benefits, and they buy organic snacks, cosmetics, or cleaning products.

Question 3: Why are organic products popular?

Organic products are healthy for you. Some plants from the past are also now popular again in Lebanon. We try to give people information and advice about these things. We also share recipes, and we have food and drink-tasting events.

Listen-Read-Circle

Listen as the teacher reads the interview 2 times. The second time, circle 5 words about the store (for example, business, partner, buy, product...). An audio recording is available for download at <http://aei.uoregon.edu/wtwe>

Question 1: How did you begin your store?

In 2008, I worked on a health store project, and I met my business partner Layane. A NEW EARTH was born!

Question 2: Which of your organic products are the most popular with Lebanese women?

At first, women often choose organic fruit and vegetables. Then, they understand the benefits, and they buy organic snacks, cosmetics, or cleaning products.

Question 3: Why are organic products popular?

Organic products are healthy for you. Some plants from the past are also now popular again in Lebanon. We try to give people information and advice about these things.

Question 4: Do any of your products come from women?

Organic farming is new in Lebanon. For now, we import many of the products in our store. There are a few Lebanese organic producers, but we need more! Farmers and jam producers have small family businesses, and about half are women.

Question 5: What kind of “new earth” do you want to see?

The Tree of Life means a lot to me. We should live together in peace with all of the living world.

Question 6: What is the ideal of a beautiful woman?

A healthy mind in a healthy body!

We also share recipes, and we have food and drink-tasting events.

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Listen-Read-Write

ANSWER KEY

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Question 3: Why are organic products popular ?

Organic products are healthy for you. Some plants from the past are also now popular again in Lebanon. We try to give people information and advice about these things. We also share recipes, and we have food and drink-tasting events.

Listen-Read-Write

Listen to the teacher. Write the **words** in the blanks below.

<p><i>advice</i></p> <p><i>benefits</i></p> <p><i>events</i></p> <p><i>partner</i></p> <p><i>popular</i></p> <p><i>store</i></p>	<p>Question 1: How did you begin your store? In 2008, I worked on a health _____ project, and I met my business _____ Layane. A NEW EARTH was born!</p> <p>Question 2: Which of your organic products are the most popular with Lebanese women? At first, women often choose organic fruit and vegetables. Then, they understand the _____, and they buy organic snacks, cosmetics, or cleaning products.</p> <p>Question 3: Why are organic products _____? Organic products are healthy for you. Some plants from the past are also now popular again in Lebanon. We try to give people information and _____ about these things. We also share recipes, and we have food and drink-tasting _____.</p>
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Question 4: Do any of your products come from women?

Organic farming is new in Lebanon. For now, we import many of the products in our store.

There are a few Lebanese products, but we need more! Farmers and jam producers have small family businesses, and about half are women.

Question 5: What kind of “new earth” do you want to see?

The Tree of Life means a lot to me. We should live together in peace with all of the living world.

Question 6: What is the ideal of a beautiful woman?

A healthy mind in a healthy body!

healthy

ideal

import

Organic

producers

products

should

Question 4: Do any of your _____ come from women?

Organic farming is new in Lebanon. For now, we _____ many of the products in our store.

There are a few Lebanese _____, but we need more! Farmers and jam _____ have small family businesses, and about half are women.

Question 5: What kind of “new earth” do you want to see?

The Tree of Life means a lot to me. We _____ live together in peace with all of the living world.

Question 6: What is the _____ of a beautiful woman?

A healthy mind in a _____ body!

Sentence Order

ANSWER KEY

- 3 Women began to shop at “A New Earth” store.
- 1 Sabine met Layane, and they became partners.
- 4 “A New Earth” shared recipes and had interesting events.
- 5 Sabine answered questions about “A New Earth” for this book.
- 2 Sabine and Layane began a new business together.

WHAT’S THE BUZZ?

The focus is on what learners can do now, what they could not do before, and what they might do in the future. Learners should notice their use of can and could. More advanced students can also use be able to:

- I am able to
- I’m not able to
- I was able to
- I wasn’t able to

Sentence Order

Put the sentences about *Sabine Kassouf*, Owner of “A New Earth” Store in order (1, 2, 3, 4, 5).

- _____ Women began to shop at “A New Earth” store.
- _____ Sabine met Layane, and they became partners.
- _____ “A New Earth” shared recipes and had interesting events.
- _____ Sabine answered questions about “A New Earth” for this book.
- _____ Sabine and Layane began a new business together.

WHAT’S THE BUZZ?

There are 5 questions. First, practice the questions with the teacher. Then, each student talks to 3 students in the class and asks all the questions. Write the names of the students and all the answers in the boxes below.

	STUDENT 1: _____	STUDENT 2: _____	STUDENT 3: _____
Question 1: What was something you could do as a child but you can not do now?			
Question 2: What is something you can do <i>now</i> but you could not do as a child?			

Make sure that learners understand what “organic” products are. If they are in the countryside, they may want to talk about whether it is a good idea or not to have organic food.

Question 3: What is something you can eat <i>now</i> but you could not eat as a child?			
Question 4: Can you get organic products now? If yes, what?			
Question 5: What is your wish for the future? What will you be able to do in 5 years?			

Discuss with Your Group

- How many answers are the same?
- How many are different?
- What was a surprise for you?

Discuss with the Teacher All Together

- For all the groups, what is the same or different?
- Who could do unusual things as a child?
- Who can do unusual things now?
- Who will do unusual things in the future?

WRITE A POEM

Many people enjoy listening to poetry, even if they think they cannot write poems. These structured poems are easy to create, yet can be very interesting.

You may want to have a discussion about why the example is a poem, even if it doesn't rhyme.

The planning boxes make it easy to write this kind of structured poem.

Writing about a partner is often easier than writing about yourself. People like having poems about themselves!

WRITE A POEM

Students work in pairs to make 8-line poems about each other. Note that not all poems rhyme.

Example

Alia Mohammed

By Dima Ali

Alia...

tall, chatty, happy, intelligent

mother of Danny

who loves music, books, and picnics

who is afraid of fast cars, spiders, and soldiers

who wants to someday see Paris, the end of poverty, and her lost ring

resident of Bekaa

...Mohammed.

Whole Class

First work as a whole class. Create a poem together as an example. Use the teacher or a famous person as an example. Fill in the **planning boxes** below, using the blackboard, a large piece of paper or an overhead projector.

Pair Work

Next, students work in pairs. Each student fills in the **planning boxes** below with information about her partner. Then, use the words from the planning boxes to **finish the poem**.

You may want to write the planning boxes on a large piece of paper before class, or on the blackboard during a break in class.

Planning Boxes

Line 1	First name or nickname:	
Line 2	4 words to describe her (adjectives):	
Line 3	relationship [X of Y]:	of
Line 4	3 things she loves:	
Line 5	3 things that scare her (make her feel afraid):	
Line 6	3 things that she wants to see someday:	
Line 7	where she lives:	
Line 8	Last name or family name:	

Finish the Poem

- The title of the poem is the name of the person in the poem.
- The author is the name of the poem writer.
- Use the words from the planning boxes above to finish the poem.
- Copy the poem on a large sheet of paper and add photos or other pictures about the person.

If you have a photocopier, you can make extra copies of the planning boxes to give to learners so they can write the whole-class poem first, then their own poem.

They will need to refer to the planning boxes to know what to put in each line. They should omit the labels: Line 1, Line 2, etc. so that the poem will look good.

Title of Poem: _____

Author's Name: _____

Line 1 _____ ...

Line 2 _____ , _____ , _____ , _____

Line 3 _____ of _____

Line 4 who loves _____ , _____ , and _____

Line 5 who is afraid of _____ , _____ , and _____

Line 6 who wants to see _____ , _____ , and _____

Line 7 resident of _____

Line 8 ... _____

SUPPLEMENTARY ACTIVITIES

VOCABULARY

You can use some of the additional flashcard activities from earlier units as well.

PROJECT POSSIBILITIES

Feel free to adapt these as needed or desired.

A. Silent Co-op Team Drawing

This activity encourages learners to work very cooperatively, since they need to understand what others are doing AND make sure the pen stays on the paper the whole time.

It's good to give the teams at least 15-20 minutes for this task. They can easily take much longer with it.

SUPPLEMENTARY ACTIVITIES

VOCABULARY

Flash Cards

On page 189, there are flash cards with the vocabulary from this unit. Students can cut out the cards and use them in the same ways as in other units.

PROJECT POSSIBILITIES

A. Silent Co-op Team Drawing

Adapted from Global Village

www.globalvillage2006.org/en/do_something_about/co_operatives/team_drawing

Aim: To work together to produce a drawing, 3-4 people per group.

Materials: Large sheets of paper (1 per group), large pens (1 per group).

1. Each group chooses a topic related to "The Corner Co-op" *without speaking*.
 - What will we sell and buy at The Corner Co-op?
 - Who will come to The Corner Co-op?
 - Where is The Corner Co-op (in what part of town)?
2. The group must take turns writing or drawing their response *without speaking* and *without taking the pen from the paper*. Each person in the group must participate.
3. Give the groups a specific length of time, and a warning when they have 2 minutes and 1 minute left.

Once learners are able to talk, they can discuss what they might have done differently. Have them think about what they might do if they did this activity a second time.

B. Learners can also bring in photos for this activity.

C. This could be a very fun in-class activity. Have learners give each other instructions about making the recipe and using the result. They can also practice giving compliments once the cream is removed.

D. The organic garden project would be very interesting, though it would require a lot more time and effort to accomplish.

4. Share and debrief as a whole class (now they can talk!).
 - With planning ahead of time, would the drawings be different?
 - With the ability to talk, would the drawings be different?
 - With more than one pen, would the drawings be different?

B. Use the photos from Appendix A. Students work in pairs and sort them into piles. Some examples of themes for grouping are:

- Fun – boring – don’t know.
- Can do this – can’t do this – want to try this.
- Like this – don’t like this – don’t know.
- Only for women – only for men – for both men and women.

C. Make Sabine’s Favorite Recipe for a Home Beauty Product. This is a great product for your face. It will make your skin soft. You can make it at home!

- 1 avocado
- 1 teaspoon of apple vinegar
- 1 egg white
- 3 teaspoons organic olive oil


Peel and mash the avocado. Beat the egg white and add it to the avocado. Add all the other ingredients and mix well.

Put it on your face for 20 minutes. Then, wash your face with water.

D. If space is available, make a classroom organic garden inside or outdoors.

E. Learners could use pictures or their own drawings to show what they could, can, and will be able to do.

E. Put pictures to show your abilities in the past, present and future. Write about your pictures.

Past: As a girl, I <u>could</u>...	Present: Now I <u>can</u>...	Future: I <u>will be able to</u>...
	[put a picture here]	[put a picture here]
[put a picture here]	[put a picture here]	[put a picture here]
[put a picture here]	[put a picture here]	[put a picture here]

INTERNET: WEB QUEST

These activities are for those who have Internet access. The teacher can use these with one computer with Internet access and a projector, or they can be optional activities for learners outside the classroom.

Websites change regularly. Make sure that you have visited the site before you use it in class or send learners to these websites.

You may wish to use some of the material in class, as well.

INTERNET: WEB QUEST

Here are some places to **Go** and things to **Do** on the Web in relation to this unit.

Go: Girls and Computers

www.literacynet.org/cnnsf/computergirls/abridged/home.html

Do: Listen to and read the story. Do the activities. Do you feel comfortable with computers? How about other girls and women in your family and community?

Go: Simple News English

A Woman Gave Birth on a Plane

www.simpleenglishnews.com/archives/stories/a-woman-gave-birth-on-a-plane-5312059

Moms Can Become Miss Spain

www.simpleenglishnews.com/archives/stories/moms-can-become-miss-spain-5313471

Do: Read the stories (you can listen to them while you read). Post a comment if you like.

Go: Randall's ESL Cyber Listening Lab

<http://www.esl-lab.com/eslbasic/jobhunting-1.htm>

<http://www.esl-lab.com/eslbasic/jobhunting-2.htm>

Do: Listen to the recordings about jobs and answer the questions.

Go: Quandary Action Mazes

www.halfbakedsoftware.com/quandary/version_2/examples/

Do: Choose an adventure and see what happens.

Go: What Color is Your Soul Painted?

www.quiztron.com/tests/color_is_soul_paint_quiz_23687.htm

Do: This quiz is just for fun. What color are you?

a bow	a box	a gift
a point	a ribbon	an arrow
a path	a senior citizen	a disabled person
an ideal	swim	hike
paint	dance	bicycle
amazing	be careful to	bitter
an inheritance	join	advice
popular	safe	a skill
Yes, sure!	a tourist	import
a health store	a producer	a partner
organic	a benefit	an event